



Investing in teachers

Comments

- 💧 Quality of Report
- 💧 Conceptual Matters
- 💧 Management Response
- 💧 Conclusions

Three Evaluation Reports

***Teacher Quality
Evidence
Review
(March 2014)***

***Supporting
Teacher
Development
Literature
Review
(March 2015)***

***Investing in
Teachers
(Dec 2015)***

Strengths of *Investing in Teachers*

💧 Tone ✓

- 💧 Positive, constructive tone *not* negative and about children not learning, teacher absenteeism, schools not 'adding value'

💧 Focus ✓

- 💧 People – learning & teaching focus *not* management, buildings

💧 Validity ✓

- 💧 Validity (truthfulness) of conclusions in relation to stated purpose. (BUT – some may not be valid in specific cultural contexts)

Weaknesses in the reports

💧 TOR & Evaluation Plan ?

- 💧 What were the TOR? Where is the 'evaluation plan'?

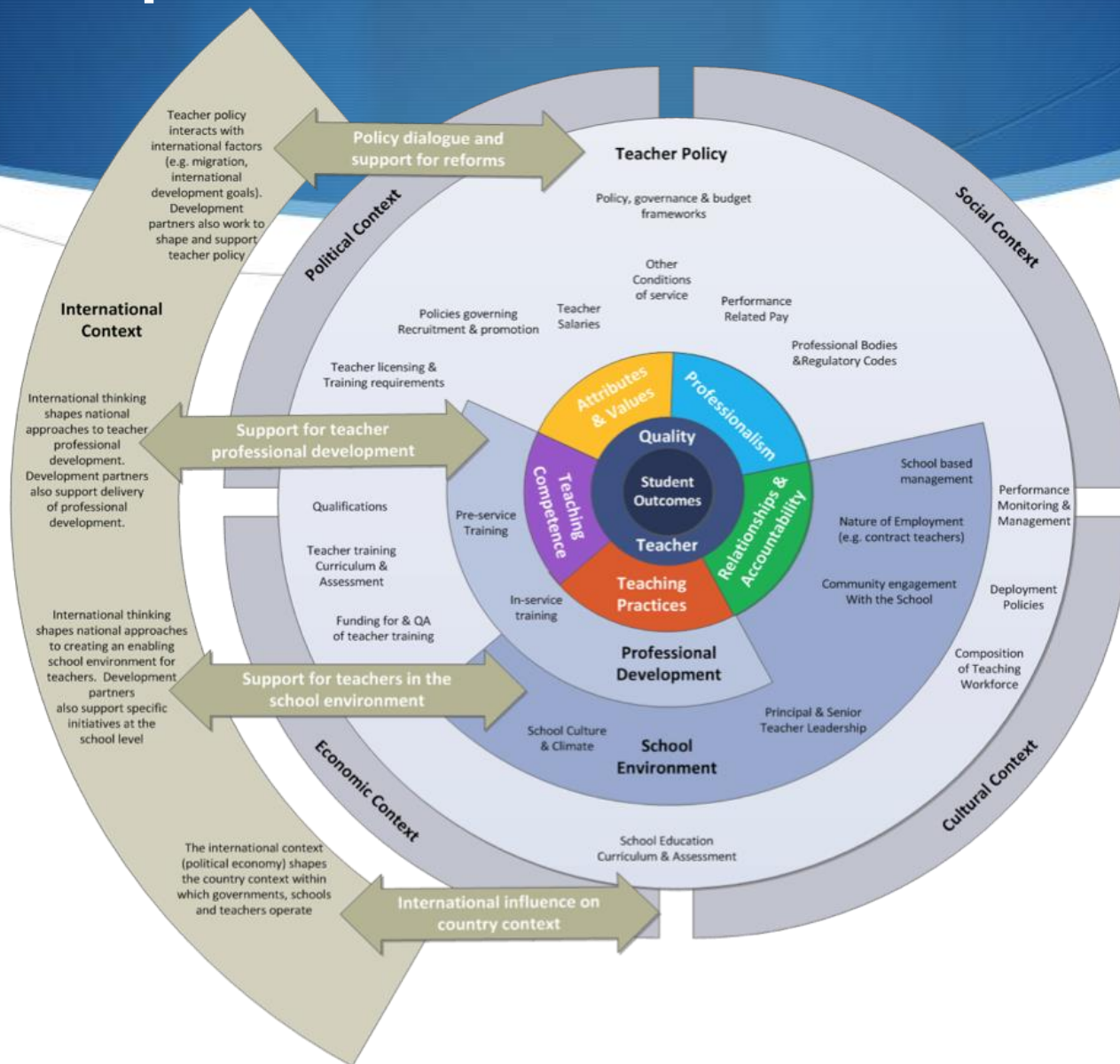
💧 Clarity of purpose ?

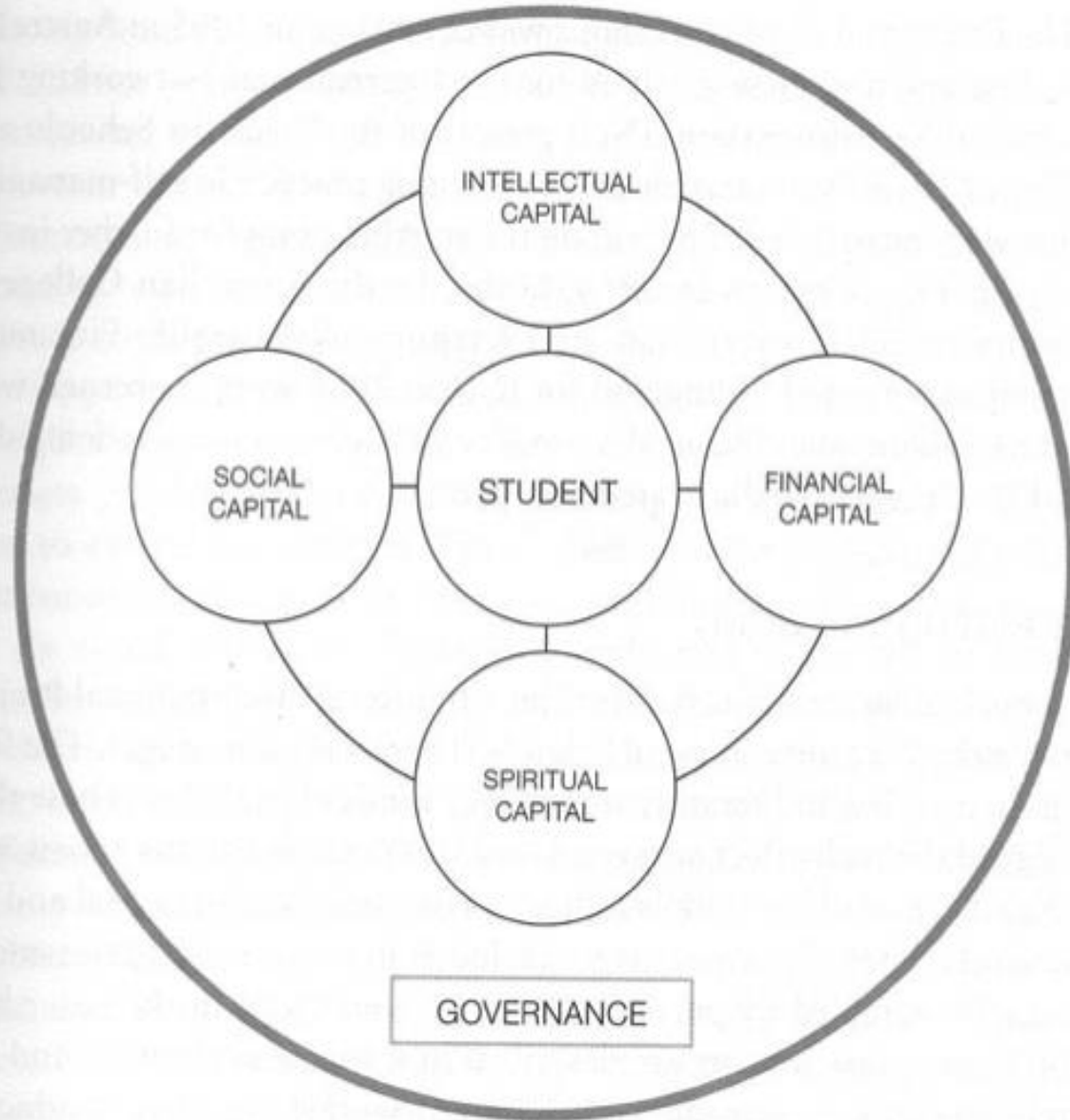
- 💧 Stated purposes differ: DFAT Website / *Investing in Teachers*

💧 Complexity and Jargon ?

- 💧 *However*, significantly better than much educational writing today!

Conceptual Framework





Mind your language!



“ Investment ”



“ Delivery ”



“ Levers of Change ”



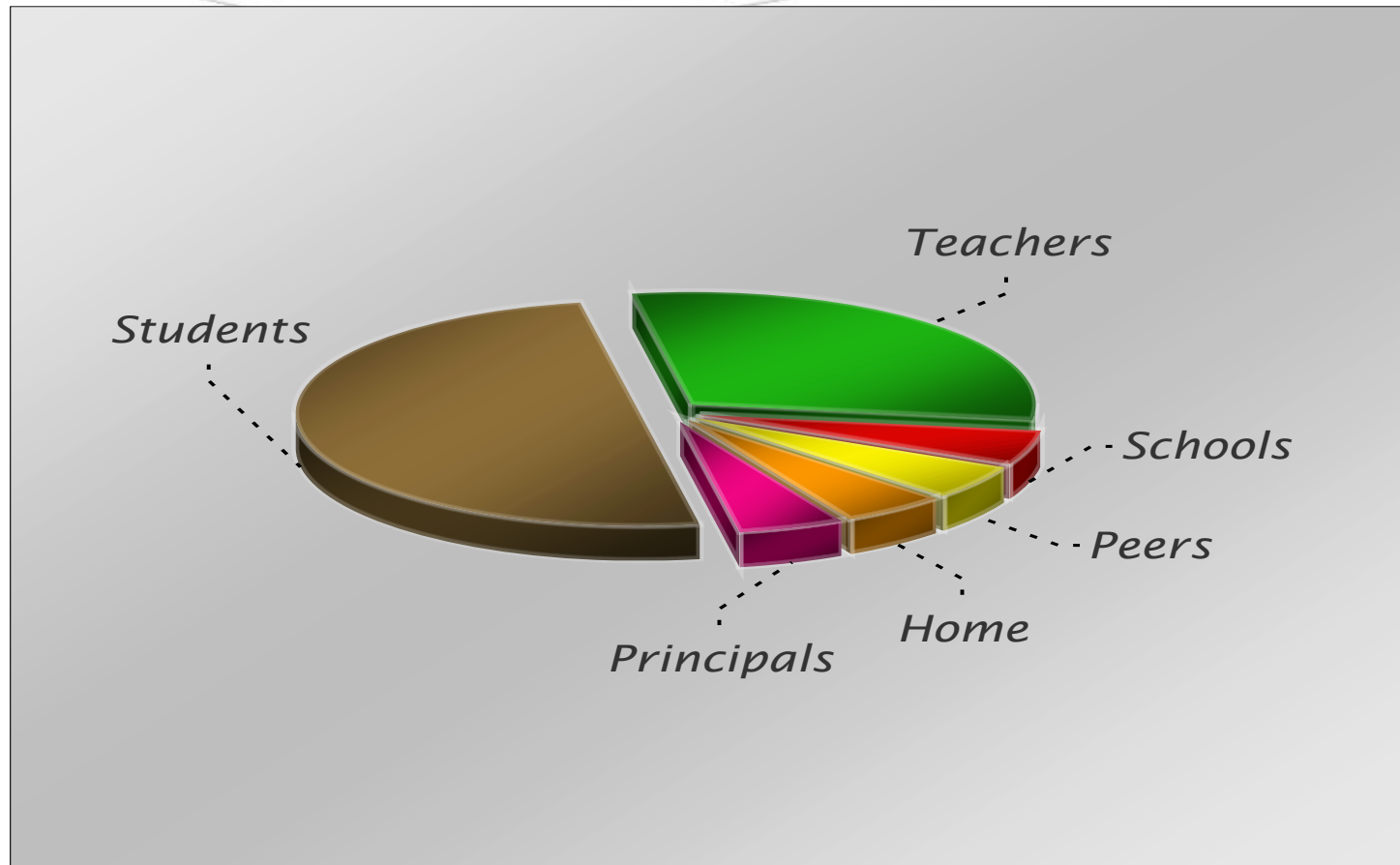


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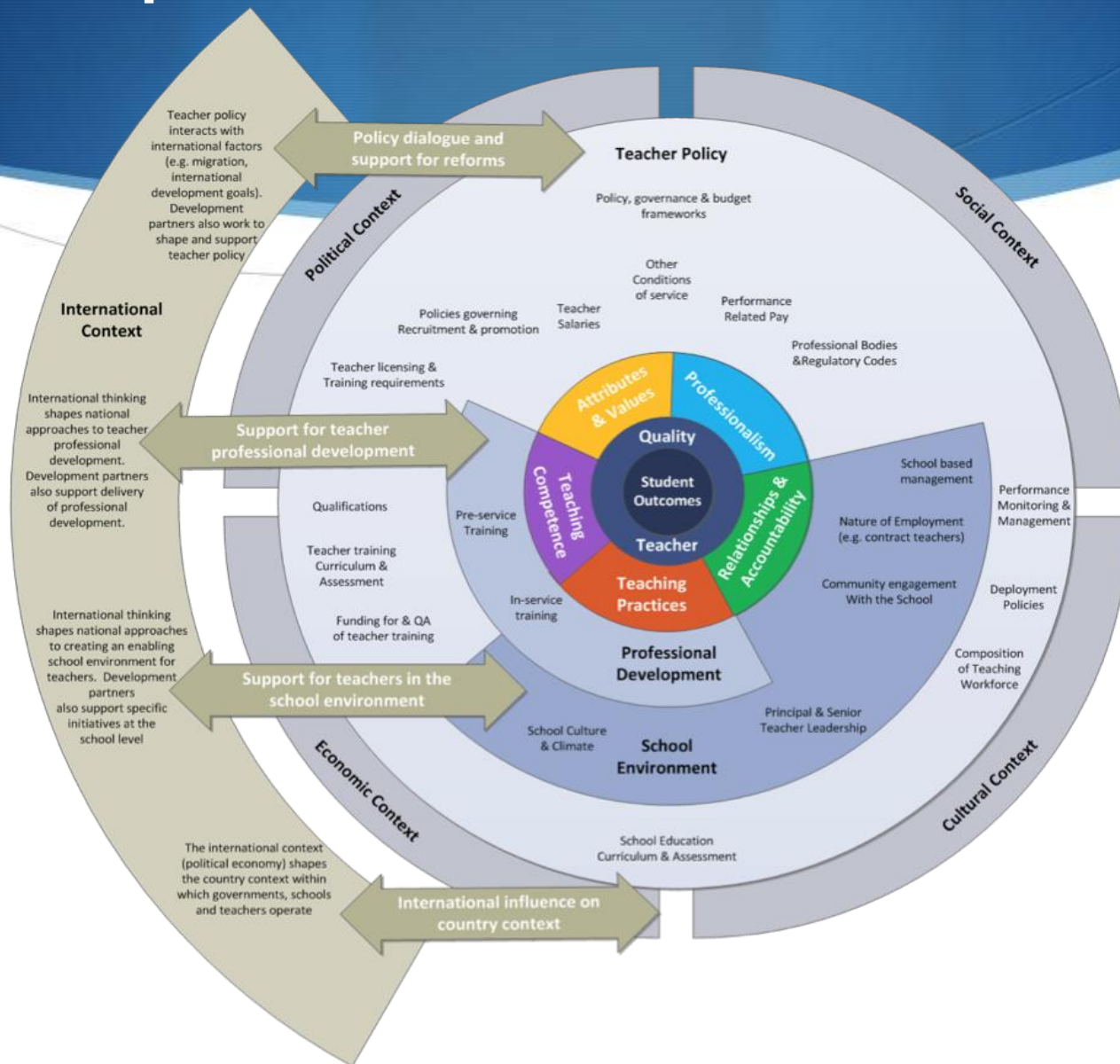
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Students: *the* major sources of variance in student achievement (Hattie, 2003)



Conceptual Framework



Conceptual Matters

Students

Culture

Culture - PNG

- ◆ Gerard Guthrie: need to treat formalism in teaching as a deep cultural behaviour capable of improvement, rather than progressive methods

(The Progressive Education Fallacy in Developing Countries, 2011)

Culture - Indonesia

- ◆ In *Indonesian Education* Christopher Bjork found a centrally controlled decentralization policy had almost no impact on the schools.
- ◆ Why? 1. Failure to understand *institutional cultures* 2. focus on *technical change*.

Culture - Laos

- ◆ Lynda Achren, *A Cultural Analysis of an AusAID English Language Project* in Laos. PhD thesis
- ◆ Reviews AusAID competency-based English language curriculum and the conflict between Lao cultural values and those of AusAID
- ◆ 'Middle Way Solutions' offers a Lao alternative to the dominant (Western) development discourse



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Management Response

🟢 Outstanding management commitment ✓

“DFAT commits to champion teacher development as a core strategy to improve education quality.” (p.9 *Investing in Teachers*)

Management Response

💧 Recommendation 1:

“DFAT should coordinate ... **system-wide improvements** and avoid isolated, unsustainable investments.” p.4. ✓

Management Response

- ◆ “DFAT strongly supports monitoring student learning and furthering the international evidence base...” (p. 9)
- ◆ Please analyse potential risks!!!
 - ◆ Conflict of purpose: students’ learning vs. int’l. evidence
 - ◆ Cross-cultural validity concerns
 - ◆ High stakes testing – Campbell’s Law

The Corrupting Effects of High Stakes Testing

Campbell's Law

The more any quantitative indicator is used for social decision-making, the more subject it will be to corruption and the more it will distort the processes it is monitoring.

Recommendations & Management Response

- ◆ Recommendation 1: Consider adding culture to reference to “contextual constraints”

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- ◆ Recommendation 2 ii: Another reason for allowing time is for unknown cultural/contextual issues to emerge and to be addressed. (NB: Achren’s thesis)

Recommendations & Management Response

- ◆ Recommendation 1: Consider adding culture to reference to “contextual constraints”
- ◆ Recommendation 2 ii: Another reason for allowing time is for unknown cultural/contextual issues to emerge and be addressed
- ◆ Recommendation 3: Missing: 1. The use* of M&E; 2. Monitoring *sustainability* continuously

Conclusion – a final thought...

One piece of wood doesn't make a fence

Lao Proverb

“With only a little bit of development assistance, we are left with something shaky, not something firm and solid”.